HANDOUT 1-1

PROGRAM AGREEMENT

PARTICIPANT

This is what I want to get out of this program:

I agree to:

- 1. Come to group alcohol and drug free
- 2. Be on time
- 3. Plan my schedule around program sessions
- 4. Attend all sessions
- 5. Treat the other group members and facilitator with respect and courtesy
- 6. Fully participate
- 7. Complete all assignments
- 8. Keep an open mind
- 9. Don't interrupt other people while they are speaking
- 10. Ask questions
- 11. Respect confidentiality of other group members
- 12. Have fun.

Write down any additional guidelines the group wants to add:

I agree to abide by these expectations and recognize they are in place to help everyone get the most from this program.





Program Agreement (continued)

HANDOUT 1-1

PROGRAM AGREEMENT

FACILITATOR

As group facilitator, I agree to:

- 1. Be well prepared for each session
- 2. Be on time
- 3. Minimize interruptions and distractions
- 4. Maintain control of the group
- 5. Treat all group members with courtesy and respect
- 6. Keep the program interesting
- 7. Keep the topics on track
- 8. Keep an open mind
- 9. Give two breaks and end on time
- 10. Check the homework and provide feedback
- 11. Have fun
- 12. Be available for questions or assistance
- 13. Maintain confidentiality as outlined
- 14. Write an accurate and fair report for each participant.

I agree to abide by these expectations and recognize they are in place to help everyone get the most from this program.

Program	facilitator's	signature	

HANDOUT 1-2

DRUG TERMS

<u>Drug Classes</u>: There are many different drugs: some come in tablet form, some in liquid form; some are legal, some are not; some are natural, some are synthetic. But the only differences that matter to the brain are that some drugs speed up the brain signals, some slow down the signals, while others do a bit of both. This program will refer to the following three drug classes:

- <u>Uppers</u> cocaine, speed, amphetamine, nicotine, caffeine, methamphetamine...
- Downers alcohol, Valium, heroin, codeine...
- <u>All-arounders</u> LSD, PCP, magic mushrooms, marijuana, hash, mescaline...

Drug Use:

- Is the use of a drug that is within professional and prescribed directions
- Usually provides the benefits of the drug, with no, or minor negative effects.

Drug Abuse:

- Is use that is more than the recommended professional or prescribed directions
- Is for purposes other than the drug's professional intention
- Usually causes more negative effects than benefits.

<u>Tolerance</u>: The body learns how to become more efficient at processing drugs — therefore over time, the person needs to use more drugs than the body can keep up with in order to achieve the effect they desire.

Physical Dependence: Simply stated, the more a person uses certain drugs, the more the body becomes used to having the drug in its system. The body doesn't necessarily like having the drug in its system all the time, but it has learned how to function with its presence.

<u>Psychological Dependence</u>: When a person has developed strong thoughts and feelings regarding drug use. For example, a person believes he has to use drugs in order to have fun, cope with problems, be happy or ease bad memories.

<u>Withdrawal</u>: A person who has a dependence on drugs or alcohol, but stops using abruptly may experience the following:

- <u>Physical symptoms</u> sweating, nausea, shakes, chills, long sleep or hallucinations.
- <u>Psychological symptoms</u> thoughts such as I can't cope! I've got to get some! I can't have fun without it and feelings such as anxiety, anger, panic and depression.

WORKSHEET 1-3

MY PERSONAL USE

Questions	to Answer or	Your Own
-----------	--------------	----------

1.	What is you	ır top drug	alcohol of	f choice?
----	-------------	-------------	------------	-----------

- 2. For how long have you used this drug/alcohol?

- **3**. How much did you use when you first started using this drug/alcohol?
- **4**. When you were last using this drug/alcohol on a regular basis, how much were you using? Have you experienced tolerance?

Questions to Answer with Your Partner

- **5**. Is this drug/alcohol an Upper, Downer, or All-arounder?
- **6.** Circle the number that best describes your physical dependence to this drug/alcohol.

1	2	3	4	5	6	7	8	9	10
No dep	endence)	Some dependence			,	Very dep	endent	

What are your reasons for this rating?



Worksheet 1-3 (continued)

7. Circle the number that best describes your psychological dependence to this drug/alcohol.

1	2	3	4	5	6	7	8	9	10
No dep	endence	!	Some dependence				,	Very dep	endent

What are your reasons for this rating?						

HANDOUT 1-4

PROGRAM OVERVIEW

Session 1: Education Program introduction; review

of basic terms.

Session 2: Decisional Balance What did I get from my

drug/alcohol use?

Session 3: Looking at Addiction Why people use; how some

people become addicted.

Session 4: Personal Goal Setting Learning to set goals for

myself.

Session 5: Risk Situations Learning my personal triggers.

Session 6: Coping by Thinking Thinking skills.

Session 7: Interpersonal Problem Solving Dealing with other people.

Session 8: Getting the Support You Need What is out there for me.

Session 9: Assertiveness Skills How to deal with pressure

from others.

Session 10: Relapse Prevention How to prevent a relapse.

Maintenance Sessions



DAILY FEEDBACK FORM

Name:			
Session #			

What did you like best?

What did you like least?

I found today's session to be:

1	Not helpful		H	Helpful			Helpful Very help		ery helpful
	1	2	3	4	5	6	7		
2	Not interestin	g	lr	Interesting			Very interesting		
	1	2	3	4	5	6	7		
3	Confusing			Clear			Very clear		
	1	2	3	4	5	6	7		
4	Too simple			Just right		To	oo advanced		
	1	2	3	4	5	6	7		
5	Not practical		ĺ	Practical		V	ery practical		
	1	2	3	4	5	6	7		
6	Boring		Somev	Somewhat interesting			y interesting		
	1	2	3	4	5	6	7		

HANDOUT 2-1

JESSIE AND BRIAN

wenty-two year old Jessie has a younger brother, Brian who is eleven. Because they have no dad, Jessie has always taken a lot of responsibility for Brian, and it was Jessie's idea that Brian start to play hockey. When Brian goes out for hockey, he finds that he is the youngest and smallest boy there. A group of the older players either ignore him, or rough him up and make fun of him. But Brian wants to belong, so he kind of hangs around the older players after practice. One afternoon as he's doing that, the older boys, who are all drinking, hand him the bottle. Feeling them all looking at him, Brian takes a drink. The older boys approve, and within an hour, Brian is very drunk. When he staggers home, Jessie immediately sees that he's been drinking Perhaps because Jessie himself has worked hard to resolve his substance abuse problems, he is very upset and angry to see his little brother drunk.

HANDOUT 2-2

LIFE DIMENSIONS

Family: The family dimensions of your life cover your relationships with

your close family members.

Social: The social dimensions of your life cover your relationships with

friends, colleagues, and members of your community.

Legal: The legal dimensions of your life cover your relationship to the

law, and your ability to remain in the community.

Physical: The physical dimensions of your life cover your health and

fitness.

Psychological: The psychological dimensions of your life cover your thinking and

your moods.

Work: The work dimensions of your life cover your ability to get, keep or

advance in a job.

Financial: The financial dimensions of your life cover your ability to make

money, or to use money effectively.

WORKSHEET 2-3A

DECISIONAL BALANCE: WHY DO PEOPLE USE COCAINE?

INSTRUCTIONS

Complete the following decisional balance worksheet. Make sure you concentrate on all the reasons you can think of for all sorts of people — not just for yourself, or others close to you.

Soci	Social Life (Effects on relationships with friends and colleagues)						
Short		Long Term					
Positive	Negative	Positive	Negative				



Family Life (Effects on your relationship with your close family members)					
Short	Term	Long	Term		
Positive	Negative	Positive	Negative		



Legal (Effects on your relationship to the law, and on your freedom)						
Short	Term	Long Term				
Positive	Negative	Positive	Negative			



Physical (Effects on your health and fitness)						
Short	Term	Long	Term			
Positive	Negative	Positive	Negative			

WORKSHEET 2-3B

DECISIONAL BALANCE: WHY DO PEOPLE USE COCAINE?

Complete the following decisional balance worksheet. Make sure you concentrate on all the reasons you can think of for all sorts of people — not just for yourself, or others close to you.

Psychological Life (Effects on your thinking and your moods)				
	Short Term		Long Term	
Positive	Negative	Positive	Negative	



Work Life (Effects on getting or keeping a job)			
Short	Term	Long Term	
Positive	Negative	Positive	Negative



Financial Life (Effects on your ability to make money, or use money effectively)				
Short	Term	Long Term		
Positive	Negative	Positive	Negative	
	-		-	

Men's Community Treatment Program Level 3

W ORKSHEET	2-4
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MY DRUG OF CHOICE

INSTRUCTIONS

At the top of one worksheet, write the name and the first choice drug for Partner A. Partner B should ask questions to help Partner A think in-depth about the various dimensions of why he uses, and to identify the short- and long-term impacts this has.

After both partners have worked together to complete a worksheet for the first drug of choice for Partner A, they should do the same thing for Partner B.

WHY DOES	USE	3
----------	-----	---

Social Life (Effects on relationships with friends and colleagues)			
Short Term		Long Term	
Positive	Negative	Positive	Negative



My drug of choice (continued)

Family Life (Effects on your relationship with your close family members)				
	Term	Long Term		
Positive	Negative	Positive	Negative	
Legal (Effects on your relationship to the law, and on your freedom)				
	Term	Long Term		
Positive	Negative	Positive	Negative	

My drug of choice (continued)

Physical (Effects on your health and fitness)			
Short	Term	Long Term	
Positive	Negative	Positive	Negative
	Psychological (Effects on yo	ur thinking and your moods)	
Short	Term	Long Term	
Positive	Negative	Positive	Negative
	- regenite		



My drug of choice (continued)

Work Life (Effects on getting or keeping a job)				
	Term	Long	Term	
Positive	Negative	Positive	Negative	
Financial L	ife (Effects on your ability to	make money, or use money	effectively)	
	Term		Term	
Positive	Negative	Positive	Negative	

WORKSHEET 3-1

MY DESIRED CONSEQUENCES

INSTRUCTIONS

- Review the "short-term positive" columns on your personal decisional balance worksheets.
- Identify six of your favorite short-term positive effects and write them in the first column under "My Desired Consequences."
- With your group partner, review each desired consequence to figure out what you "got" or "avoided." Write this in the "What I Got or Avoided" column.

My Desired Consequences	What I Got or Avoided
1.	
2.	
3.	
4.	
5.	
6.	

HANDOUT 3-2

THE FOUR VIEWS OF ADDICTION

?

Why do some people become addicted to drugs or alcohol, while others don't? The following are the four most popular answers to this question.

?

1. Bad or Weak (Moral/Legal)

Some people believe that those who become addicted do so because they
are BAD people: They lack proper morals. They are weak people who just
"can't say no." Their view is that addicted people could quit if they really
wanted to, and therefore, continued use is proof that they are simply bad,
weak people who deserve what they get.

2. Born with it (Disease)

Others believe that people become addicted because they were born with a
predisposition that makes it automatic that they will become addicted. They
believe that the person has no choice in the matter, just like they had no
choice in the color of their eyes — their addiction is due to GENETICS.

3. The Culture you Live in (Social-Culture)

 Some people hold the belief that people will become addicted depending on the ENVIRONMENT they live in. If drugs and alcohol are readily available, and everyone else is using and approves of drug use and abuse, then the people who live in that culture will be more likely to become addicted.

4. You Learned it (Cognitive-Behavioral)

 The final viewpoint is the idea that people developed their addiction over time. This view says people learn that using drugs and alcohol appear to provide them with many benefits. These benefits are seen to be very powerful and attractive — therefore, the person drinks or uses drugs again. The more a person uses, the more likely he is to become dependent on drugs/alcohol.

WORKSHEET 3-3

WHY I USED

INSTRUCTIONS

- Now it is time for you to consider your own life and the reasons you came to use and possibly become reliant on substances.
- Review your <u>Worksheet 3-1: My Desired Consequences</u>: Considering what you wrote, complete the questions below.

Briefly describe:	
How I first started using drugs/alcohol.	
What did I expect my using would get/avoid?	
Why did I continue to use?	
Did I use, or is my addiction, because I am a bad person?	Yes No
Did I use, or is my addiction, because I was born with an addictive gene?	
Did I use, or is my addiction, because my culture makes drugs available and approves of my using?	
Did I use, or is my addiction, because I learned that my using provided me with important good things and let me avoid the bad things?	
What does this mean to me now?	

HANDOUT 3-4

SITUATION CARDS

<u>Note to Facilitators</u>: Cut and paste the following situations onto recipe cards so that #1 is on one side of the card and #2 is on the other side of the same card.

People Card

1) Tell a joke you would tell your friends.

People Card

2) Tell a joke you would say to your sweet old grandmother.

People Card

1) How would you act if the President of the United States came to your door?

People Card

2) How would you act if the President of the United Recollection Agency came to your door?

People Card

 What would you do if a pretty girl smiled at you?

People Card

2) What would you do if a pretty boy smiled at you?

Places Card

1) How would you behave if you were in a bar?

Places Card

2) How would you behave if you were in a funeral home?

Things Card

1) What would you do if you were speeding and you saw a police car behind you?

Things Card

2) What would you do if you were speeding and you saw someone you owed money behind you?

Physical Feelings Card

1) Would you work out if you had the flu?

Physical Feelings Card

2) Would you work out if you felt good and well rested?

Events Card

1) What do you do on your birthday?

Events Card

2) What do you do on National Recycle day?

Smell Card

1) What do you want to do when you smell food when you are hungry?

Smell Card

2) What do you want to do when you smell food when you have the stomach flu?

Feelings Card

1) How would you feel if you had to pay a fine of \$1,000?

Feelings Card

2) How would you feel if you found a \$1,000 bill?

Sounds Card

1) What would you do if you heard your favorite song on the radio?

Sounds Card

2) What would you do if you heard your old math teacher's favorite song on the radio?

HANDOUT 4-1

DOUG AND MACKENZIE

oug and Mackenzie grew up together. Their fathers were both fishers who worked for a number of different ship owners. Sometimes they signed on with a ship that did well financially, and often they did not. But that didn't matter to the boys. From the time they were toddlers, the boys loved to hang around the docks when the fleet was in. As eight year olds, both gave almost identical answers when asked about their futures: "I'm going to be a great fisher."

When he was a teenager, Mackenzie became more aware of the ups and downs of his father's life. He decided that he wanted to not only own his own boat, but to own his own fleet. He talked to various owners and captains to learn as much as he could about the decisions and conditions that led to a good catch. When he started to work summers, he was able to crew for captains with successful fleets, because he'd spent time chatting with them for years. He also decided that he needed to learn more about the business end of things. So when he was 18, he passed up a good opportunity to work on a swordfish boat and went to a two-year business program instead. When he finished, he signed on with a good ship, worked hard, saved his money and by the time he was 24, he was able to buy a small boat. By the time he was 28, he had two more, and all three were doing well.

Like Mackenzie, Doug also continued to spend time around the fleet as a teenager. He loved to feel like one of the guys, smoking and drinking with the younger guys who worked with his dad. As a teenager, he also worked summers on ships, generally taking opportunities pointed out to him by his buddies. He was made the same offer Mackenzie was, as an 18 year old, and Doug jumped at it. He made very good money for the first year on the swordfish boat, and he felt bad for Mackenzie, who was always broke because he was in school. Doug wasn't invited to crew again for the swordfish boat — his reputation as a party animal got in the way. Still, he was generally able to find work, but his luck, like his dad's, was up and down. He had sort of drifted apart from Mac and wished he'd been able to achieve what Mackenzie had. He wished he'd had the good luck Mac had.

HANDOUT 4-2

QUESTIONS AND ANSWERS ABOUT MODERATE DRINKING

How moderate is moderate enough?

These guidelines reflect the experience of many people who have reduced their alcohol use enough to prevent it from interfering with their ability to be healthy and responsible members of a family and a community, and to hold jobs and make and keep friends.

- Stick with the 3-4-12 Formula:
 - When you drink, allow yourself no more than 3 drinks per day.
 - Do not drink on more than 4 days a week.
 - Don't drink more than 12 drinks per week.
- Definition of volume of drinks
 - 1 ½ oz. of liquor
 - 5 oz. of wineone drink
 - 12 oz. of beer
- Monitor yourself carefully to make sure that your reduced level of drinking is not interfering with your health or your responsibilities at home or at work. Every one is different and you may need to make further adjustments to eliminate negative effects from drinking.

Who has moderate drinking worked best for in the past?

Research has shown that moderation is likely to be more successful with some people than others:

- People with low to moderate levels of dependence are much more likely to succeed with a goal of moderate use than people with substantial and severe levels of dependence.
- People who have a history of heavy drinking in all situations are far less likely to succeed with moderation than people who drank moderately in some environments (like at home) but excessively in others (like at parties or bars).



Questions and Answers about Moderate Drinking (continued)

What methods help people attain moderate drinking goals?

Aids to moderate drinking include:

- Using a form to monitor use every day, and documenting the situation or trigger for the drinking and the consequences of heavy drinking.
- Preparing in advance to avoid heavy drinking. Decide before you go somewhere if you're going to drink, and how much you will allow yourself if you are going to drink.
- Pacing yourself and using role models. Dilute your drinks and/or sip them slowly. Eat at the same time. Watch social drinkers who have no problems and try to mirror the way they drink.
- Developing activities that are incompatible with heavy drinking exercise, take courses, develop or get more involved in hobbies.
- Making new friends who don't having drinking as an important part of their lives, and who will support your new drinking pattern.
- Recognizing that changing your drinking pattern is a big job, and that it will take time, commitment and self-discipline to do that. Be prepared to give yourself rewards (that DON'T involve drinking) for continuing to work toward your goals.

WORKSHEET 4-3

MY SUBSTANCE USE LOG

Time	Trigger/ Situation	Amount Consumed	Action/ Behavior	Consequences/ Results/Effects
	Time	Time Trigger/ Situation	Time Trigger/ Situation Consumed	Time Trigger/ Situation Consumed Action/ Behavior

WORKSHEET 4-4

BENEFIT AND RISK ASSESSMENT FOR POSSIBLE PROGRAM GOALS

What benefits do I think are associated with each option for me personally, and what risks do I face for each?

No Change		Abstinence		Reduction	
Benefits	Risks	Benefits	Risks	Benefits	Risks

WORKSHEET 4-5

IDENTIFYING YOUR PERSONAL PROGRAM GOALS

INSTRUCTIONS

What are your personal goals for this program? Check off each of the potential goals in the chart below that are important to you, and then assign numbers to them, so you show what your top three goals are. If you have other goals that aren't shown here, add them in the final row of the chart.

Goal Number	Goal	Applies to me?
	To quit using alcohol	
	To write union stores	
	To quit using drugs	



Identifying Your Personal Program Goals (continued)

Goal Number	Goal	Applies to me?
	To moderate my use of alcohol	
	To conduct to the second disconnection	
	To moderate my use of drugs	
	To learn how to deal effectively with negative	
	feelings I experience	



Identifying Your Personal Program Goals (continued)

Goal Number	Goal	Applies to me?
	To learn how to control my temper	
	To learn to stand up for myself without getting	
	violent	
	To improve my relationship with members of my family	



Identifying Your Personal Program Goals (continued)

Goal Number	Goal	Applies to me?
	To learn how to be more comfortable in social situations	
	To learn to work more effectively at the job I have, or become more effective at getting a job	
	To learn how to use my leisure time better	



Identifying Your Personal Program Goals (continued)

Goal Number	Goal	Applies to me?
	To learn how to deal with my financial problems	••
	To learn how to handle my legal problems better	
	To learn how to make myself feel good without using alcohol or drugs	



Identifying Your Personal Program Goals (continued)

Goal Number	Goal	Applies to me?
	To improve my physical health and fitness	
	Other goals that I have:	

HANDOUT 4-6

MAKING SURE YOUR GOALS ARE SMART

S = Self Determined

M = Measurable

A = Achievable

R = Revisitable

T = Tiered

HANDOUT 4-7

DETAILS ON HOW TO BE SMART

= Self Determined goals are ones you set for yourself, not ones that are imposed on you by someone else.

Measurable goals allow you to know to what extent you are succeeding.
 Measurable goals often include numbers and specify things like "How many? How often? How big?

= Achievable goals are practical and realistic for YOU.

Revisitable goals are ones you can and should go back and review. You should be able to change a goal when you revisit it.

= Tiered goals include two levels. The first tier is a broad long-term statement. The second tier is more measurable and specific.

WORKSHEET 4-8

COPING WITH RISKS

INSTRUCTIONS

- Working with your partner, assess the risks you identified earlier (in Worksheet 4-4) as being associated with the option you chose for your personal goals (either moderating your use or quitting altogether.)
- For each risk, try to identify ways of coping with it that will reduce or eliminate the risk. Write those in the form below.
- Look at the final section of the form, which lists situations many people find to be particularly difficult. If some of these are high risk for you, and weren't identified in the first section of this form, identify specific actions you might take in these situations that would help reduce the risk.

Risk	How to Reduce or Eliminate the Risk



Coping with Risks (continued)

Specific High Risk	How to Reduce or Eliminate the Risk
Situations Parties or gatherings at Bars	
or Hotels	
Feeling good — Something to celebrate	
Feeling down or stressed	

HANDOUT **5-1**

INVENTORY OF DRUG TAKING SITUATIONS QUESTION BOOKLETS AND ANSWER SHEETS

Administer copyright tool.

HANDOUT 5-2

EXAMPLES OF EACH RISK CATEGORY

Below you'll find examples of the kinds of triggers that fall into the categories used in the Inventory of Drug Taking Situations (IDTS) questionnaire that you completed. This information is intended to help you understand and better use the results of the IDTS.

Unpleasant Emotions: If I were depressed; If I felt I had let myself down; If I were bored; If I were lonely; If I were anxious about something; If I felt guilty about something; If I were angry at the way things had turned out; If I felt confused about what I should do.

Other examples:

• **Physical Discomfort:** If I felt shaky or sick; If I had trouble sleeping; If I wanted to stay awake, alert or be more energetic; If I had a headache or was in physical pain.

Other examples:

• Conflict with Others: If I felt tense or uneasy in the presence of someone; If I were unable to express my feelings to someone; If other people rejected me or didn't seem to like me; If other people treated me unfairly or interfered with my plans; If I felt that other people were putting a lot of pressure on me or that I couldn't measure up to their expectations.

Other examples:

 Pleasant Times with Others: If I met some old friends and we wanted to have a good time; If I were with an intimate friend and we wanted to feel even closer; If I were with friends and wanted to increase my enjoyment; If I wanted to celebrate with a friend; If I were having a good time and wanted to increase my sexual enjoyment.

Other examples:



Examples of Each Risk Category (continued)

• **Pleasant Emotions:** If I were happy; If I felt confident and relaxed; If I felt excited about something; If I were feeling content with my life; If I remembered a good thing that had happened.

Other examples:

Urges/Temptations to Use: If I were in a place where I had used or bought
these drugs before; If I unexpectedly found some of these drugs or happened
to see something that reminded me of these drugs; If I had been drinking and
thought about using these drugs; If I heard someone talking about their past
experiences with these drugs; If I began to think how good a rush or a high
had felt.

Other examples:

 Social Pressure to Use: If I were invited to someone's home and felt awkward about refusing when they offered me to use/drink; If I were out with friends and they kept suggesting we go somewhere and use these drugs; If others in the same room were using these drugs and I felt that they expected me to join in; If I were pressured to use these drugs and felt that I couldn't refuse; If I were with a group of people and everyone was using these drugs.

Other examples:

• Testing Personal Control: If I wanted to see whether I could use these drugs in moderation; If I wanted to prove to myself that these drugs were not a problem for me; If I wanted to find out whether I could use these drugs occasionally without getting hooked; If I wanted to test out whether I could be with drug-using friends without using these drugs; If I wanted to test out whether I could be in places where these drugs were being used without using any.

Other examples:

WORKSHEET **5-3**

My Triggers/Action/Consequences

INSTRUCTIONS

Complete this form. For your:

- Triggers column, consider your personal IDTS graph and handout 5-1.
- Action column, consider your top drug of choice.
- Consequences column, consider Worksheet 3-1.

What influenced you ———	to use	► to get desired consequences
TRIGGERS	ACTION	DESIRED
People, places, things, smells,	What did you do? Your	CONSEQUENCES
events, time of day	drug of choice.	Get or Avoid

HANDOUT 5-4

CHANGING MY T-A-C

Now that you've mapped out your own T-A-C's, they can be useful for understanding what you can do to change your substance use. There are three ways to change your T-A-C:

1. Change the Trigger

Now that you know how these situations will tempt you to use, what can you do about your triggers? You can:

- Avoid the people, places, things...
- Think differently about the trigger is it so bad to be bored?

Other ways to change my triggers:

2. Change the Action

Instead of using drugs/alcohol what else can you do that will give you the same desired consequences?

- Do something else!
- Go for a walk, talk to someone, exercise...

Other ways to change my action:

3. Change the Consequences

What can you do to change your desired consequences?

- Understand there are other ways to get these rewards. How else can you reward yourself? Look back to alternate actions.
- Change how you think about your desired consequences. What would happen if you don't achieve them? Is it the end of the world if you become bored? Will you die if you have to experience some withdrawal symptoms?
- Are there any long-term negatives you should be thinking about instead of the short-term positives? (refer to your decisional balances)

Other ways to change my desired consequences:

WORKSHEET 6-1

RANGE OF EMOTIONS

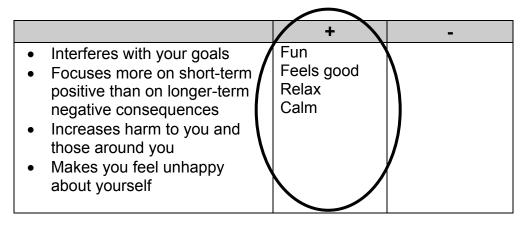
TRIGGERS	ACTION	CONSEQUENCES What would you get?		
Emotions (positive and negative)	What would you do?	Positive (Get or Avoid)	Negative -	

HANDOUT 6-2

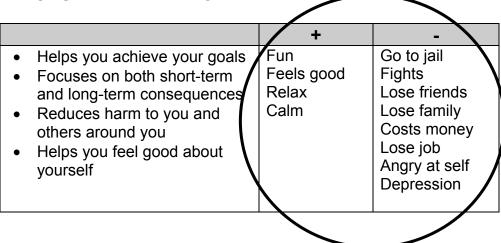
PRODUCTIVE VERSUS DESTRUCTIVE THINKING PATTERNS

Thinking influences emotions and actions. Productive thoughts influence you to do things that put you closer to your goals, while destructive thoughts influence you to do things that actually put you farther from your goals.

DESTRUCTIVE THINKING:



PRODUCTIVE THINKING:



HANDOUT 6-3

5 STEPS TO RE-THINKING

Your thoughts play an important role in triggering your emotions and determining what you do or don't do. The following steps will help you identify and change your destructive thinking patterns.

Step 1— Identify your Thinking

The first step helps you become aware of destructive thinking patterns. Are you:

- Minimizing
- Magnifying
- Rationalizing
- All or nothing thinking

- Jumping to conclusions
- Dwelling on the negatives
- Should thinking
- · Recalling the good times

Step 2 — Challenge the Destructive Thought Patterns

Now that you're aware of destructive thinking patterns, you're in a position to analyze your thoughts.

- Is it based on fact?
- Is it destructive or productive?

Step 3 — Consider Other Ways of Thinking (brainstorm at least five)

After deciding that the thought pattern is destructive, the third step is to consider other ways of thinking about the situation.

Step 4 — Select and Test the New Thought

Once you have brainstormed new ways of thinking about the situation, you are to select the thought that seems to be most productive. Then, you apply the thinking test to it. Is it based on facts and productive?

Step 5 — Replace the Thought and Practice

Now that you have selected the new thought for yourself, you need to use it in place of the destructive thought pattern.

Be aware when you slip into the "old thinking." Stop the old thought immediately and replace it with the new thought! Say it over and over to yourself. At first it might take real effort to think in the new way but don't give up. The more you use the new thinking, the more it will become automatic.

WORKSHEET 6-4

MY DESTRUCTIVE THOUGHT PATTERNS

- **1.** <u>Minimizing</u> Down playing a situation; making a molehill out of a mountain; ignoring facts.
- "Big deal, everyone does drugs"
- "I don't drink anymore than anyone else"
- "We were just having a bit of fun"

My examples:_			

- **2.** <u>Magnifying</u> Making a situation bigger than it is; making a mountain out of a molehill; catastrophizing.
- "My life is over!"
- "This is the worst thing that could ever happen to me"
- "I might as well go on the run"
- "I'll die if I can't use"

My examples:_	 	 	



My Destructive Thought Patterns (continued)

- **3.** Rationalizing Making excuses to justify actions; stretching the truth; blaming others for own problems; use excuses to make self feel better about actions. "I really deserve to have a drink"
- "It's your fault that I drink"
- "Anyone else would've done the same thing"

Му	v examples:
_	
4.	All or Nothing Thinking — Extreme thinking; everything is either black or white; rigid thinking — only seeing things your way; labeling people; rejecting all help and ideas.
•	"My way or the highway" "I'm always right"
•	"I'm always right" "I don't need anyone" "I've had one drink so I might as well make it a thousand"
Му	v examples:
_	
5.	<u>Jumping to Conclusions</u> — Making assumptions with limited information; quickly drawing conclusions without exploring facts.
•	"She didn't say hi, so she hates me"
•	"I know you did it" "He's going to bust me"
Μy	v examples:
	•



My Destructive Thought Patterns (continued)

- **6.** <u>Dwelling on the Negatives</u> Focusing only on the negatives; ignoring any positive factors; giving up at the first hint of inconvenience; feeling sorry for self.
- "This is too hard"
- "Ah screw it anyway"
- "I can't stand being bored!"
- "Why does everything bad always happen to me?"
- "Everyone is picking on me"
- "I'm such a loser"

My examples:
7. Should Thinking — Unrealistic expectations, everything "should" be different than it is; is never happy because everything should always be different; placing unrealistic demands on self and others.
 "He should, you should, the world should, I should" "It should not have happened" "Everyone must like me" "All people must treat me fair"
My examples:
8. Recalling the Good Times — Remembering only the "good times" by focusing on the short-term benefits.
 "Ah, those were the good times" "It'll be different this time — I can handle it" "Just one drink won't hurt anything"
My examples:

HANDOUT 6-5

THE THOUGHT TEST

Apply the following thought test to the thought.

IS THE THOUGHT BASED ON FACT?

- What are facts that prove this is so?
- Where is the proof that this is true?
- Would it be this way in every case?
- Would other people see it this way too?
- Does this make logical sense?
- Is it written down that this always must be so?

PRODUCTIVE?

- Is this thinking productive or is it destructive?
- Is this thinking helping me do what is best for me and those around me?
- Is it helping me move closer to my goals?

WORKSHEET 6-6

CHANGING MY THINKING PATTERNS

Now it is time to apply the 5 steps to your own thinking. Write out a Changing my Thinking Patterns worksheet for EACH destructive thought pattern from Worksheet 6-4.

STEP 1 — IDENTIFY YOUR THINKING The thought pattern I want to change: Circle the kind of destructive thinking it is: Minimizing Jumping to conclusions Magnifying Dwelling on the negatives Should thinking Rationalizing All or nothing thinking Recalling the good times STEP 2 — CHALLENGE THE DESTRUCTIVE THOUGHT PATTERN Apply the thought test (see Handout 6-5):

- Is it based on fact?
- Is it destructive or productive?

STEP 3 — CONSIDER OTHER WAYS OF THINKING (List at least five)					

STEP 4 — SELECT AND TEST THE NEW THOUGHT

Select and circle the new thought;

- Is it based on fact?
- Is it productive?

STEP 5 — REPLACE THE THOUGHT AND PRACTICE

Remember, changing your thinking takes hard work and practice. Stick with it — it'll get easier!

STEVEN'S PROBLEM

S

teven likes to drink, but he doesn't think it's a problem. He's got a regular job with a landscaping company and only occasionally

calls in sick because he's hung over. He's recently started dating Sherry, who works in the company office. She parties with him, but doesn't drink herself. And lately, he's felt like she's annoyed with him when he's having more than a couple of drinks.

One morning, after he's partied at night with his buddies, he calls in sick. His boss isn't there, and Sherry's the one who takes the call. When he says he's got the flu, she snorts and says "Oh yeah — that's probably going around with all the guys you partied with last night." Steve feels his stomach knot up. "Just pass on the message, will you?" He says. Sherry says she will, but then adds: "Listen, Steve — you've got a drinking problem. That's OK — it's your problem. But don't get me involved again by asking me to lie for you." Steven makes believe he hasn't heard. But when he hangs up the phone, he feels even worse than he usually does when he's hung over. He's sweating.

PROBLEM-SOLVING GUIDELINES

1. Recognize When There's a Problem Occurring, or When One Is about to Develop:

- Know the triggers that signal a problem
- Monitor internal and external triggers

2. Use Your Thinking Skills to Find New Ways to Look at the Situation

- Explore the T-A-Cs to each Situation (e.g., Session 6: Joe P.O. is looking for him)
- Recognize how Thinking and Emotions influence your Actions
- Distinguish between position and motive
 - The position is what someone SAYS they want
 - The motive is what someone REALLY wants. Sometimes it is the same as their position, but often it is not
 - If you think there is a difference between the two ask questions to clarify
 - It is more important to satisfy someone's motive than their position.

3. Identify the Problem by Putting it into Words

• Develop a clear ACTION statement of the problem, which includes your goal: "How can I ...?"

4. Brainstorm Alternatives

- Think of as many alternatives as possible
- Don't reject any possibilities at this point sometimes the best ideas seem far-out at first

5. Evaluate Your Alternatives, Pick the Best Solution

- Look at the pros and cons for each
- Consider possible consequences short and long term

6. Implement Your Solution and Evaluate how Effective it Was

GIVING AND RECEIVING FEEDBACK

W

e have things to contribute — things we need to communicate to others. We want to ensure that others are open to what we have to say. At the same

time, we can learn much from others. They can often evaluate our thinking and behavior more objectively than we can. Our emotions and feelings may interfere with our ability to objectively evaluate ourselves. Therefore, feedback from others can be a valuable source of information to us in solving our problems and evaluating our behavior.

GUIDELINES FOR GIVING CONSTRUCTIVE FEEDBACK

1. Focus First on the Positive — People Tune out Overly Critical Feedback

- Identify and discuss positive things first. People need to know what they did RIGHT, as much as they need to know what needs improvement. In addition, people are generally more open to critical feedback if they understand it to be only a PART of the picture — not the whole picture.
- Example: Brian, I really liked the way your maintained your cool in that disagreement with your probation officer in the role-play. (positive feedback first). I think you might have made your point better, however, if you hadn't gotten personal and told him he was a jerk... (provide a recommendation, or describe what wasn't handled so well).

2. Focus on the Person's Behavior — Don't Make Judgments about their Personalities

- Ineffective: Brian, you are a real wimp. You should...
- Effective: Brian, when your probation officer refused your request, you might have said... (provide an alternative or describe what went wrong).



Giving and Receiving Feedback (continued)

3. Suggest — Don't Dictate or Instruct

Dictating or instructing puts people on the defensive. Advice is a suggestion that you make, and it recognizes that the other person has the right to decide what to do with your advice.

- Use phrases like "I think ..." or "Maybe your could try..."
 Or "This has worked for me" to show that it is a suggestion.
- Avoid phrases like "You should..." or "You have to..."

4. Evaluate Your Motives

- Remember giving feedback is supposed to help someone else
- It is NOT an opportunity to show off or grandstand.

GUIDELINES FOR GIVING CONSTRUCTIVE FEEDBACK

1. Try to Be Open and Receptive

If you concentrate on hearing, rather than defending, you may find the other person has some good ideas to share with you.

2. Clarification

If you are unclear about the feedback, ask the person providing it to be more specific and provide examples.

CARL WATTS

C

arl Watts is 35 years old, and operates a small construction company. He likes his crews to get along together, and so over

the years, he's encouraged them to party together. At least twice a week, he takes them out for drinks after work, and that sometimes turns into a late-hours party.

Over the course of the last year, Carl's noticed that one of his crew chiefs, Arny Wilcox, has been drinking heavily whenever they go out. Arny gets aggressive with other crew members when he's had too much, and a few of them have complained to Carl about it. Carl also noticed that Arny and a couple of the other crew members who drink heavily don't work as well after a night out as they otherwise do.

Carl lives with Angie, who loves to party. She is a moderate to heavy drinker, who gets bored sitting at home. She and her girlfriends usually join Carl and the crew when they party. Angie gets into the music and the action and flirts with members of Carl's crew. Lately, he's noticed that Arny is most likely to get aggressive when Angie is flirting. The whole scene is starting to make Carl uncomfortable.

INSTRUCTIONS

- **1.** Develop a brief role-play that shows the problem you've been assigned actually developing.
- 2. Apply the problem-solving guidelines to the problem you've shown developing in your role-play. Make your notes detailed enough so that you'll be able to brief others on them.
- **3.** Develop two more role-plays showing Carl handling the problem.
 - In one role-play, show Carl successfully following through on his problem-solving, and successfully using some of the guidelines on giving and receiving feedback.
 - In the other role-play, Carl should fail to apply either (or both) of the guidelines we have looked at today.
- **4.** Be prepared to present your role-plays, and brief the other groups on the problem-solving process you followed for Carl Watts.

WORKSHEET 7-6

PERSONAL PROBLEM SOLVING

- 1. Identify a problem involving others that you have, or will have soon.

 Explain how you'll use the problem-solving model to deal with the problem.
- **2.** Describe three situations involving others that present a risk to your substance use goals. Identify specific skills you could use in each situation.

PROBLEM	SKILLS I CAN USE

WORKSHEET 8-1

WHAT ARE THE ODDS?

INSTRUCTIONS

Read each of the three case studies below. Then as a group, answer the questions at the end of each. Be prepared to brief others on why you've answered as you have.

CASE STUDY ONE

Bruce has worked hard to be successful. He had been unable to find a job in the small town he grew up in and finally moved to Portland where he got a job selling cars. He's been doing that for a year and is now managing two other sales agents.

Bruce is single, and misses the close family he grew up with. Because he is shy, he also feels like his work demands that he goes against his nature, since he must seem both powerful and confident with his clients and his colleagues. At social functions, he's been drinking too much...but figures that's not so bad, because there aren't that many social functions. But the thing that really worries him is that now, in addition to drinking alone in his apartment at night, he's sneaking drinks in the bathroom at work, to help him "stay loose" between appointments.

Bruce knows that he's become dependent on alcohol, and he's grateful that so far no one else realizes that he has a problem. He has decided that he'll simply stop, right now, before any one finds out.

For			Against	
the things these thing	you think will go a	against him. B	0 ,	re going for Bruce, and others how important opportant as you
Definitely_	Probably	Maybe	_ Probably Not _	Definitely Not

For	Against



1. Do you think Bruce will be able to quit?

3.	Do you think Hardy will be able to quit?				
	Definitely Probably Maybe	Probably Not Definitely Not			
4. Why did you answer as you did? List the things you think are going for the things you think will go against him. Be prepared to tell others how in these things are, and which ones you thought were most important as you answered question 3.					
•	For	Against			

What Are the Odds? (continued)

CASE STUDY THREE

Andy has worked hard to be a success in the small town where he grew up. He started working at a car dealership two years ago, and his whole family is proud of how well he's done. He is now managing two other sales agents.

Andy is happily married, and gets along well with both his own family and his wife's. It was his wife and her parents who helped him realize that he depends on alcohol to help him feel comfortable with other people. None of them seemed shocked when he admitted that he'd started drinking at work also. His father-in-law told him that he used to do the same thing, and then one day realized he needed help, and he'd joined AA. He offered to sponsor Andy and go to meetings with him. Andy's wife and his own parents have said they think it's a great idea, and that they'll help him any way they can.

5.	Do you think Andy will be able to quit?					
	Definitely	_ Probably	Maybe	Probably Not	Definitely Not	
6.	Why did you answer as you did? List the things you think are going for Andy, the things you think will go against him. Be prepared to tell others how important these things are, and which ones you thought were most important as you answered question 5.					
	•		on ones you t	nought were most i	mportant as you	
•	•		cn ones you t	Against	mportant as you	
,	answered q		cn ones you t		mportant as you	
·	answered q		ch ones you t		mportant as you	

WORKSHEET 8-2

CONCERNS ABOUT SELF-HELP GROUPS

INSTRUCTIONS

People can feel unco	mfortable with the ide	a of self-help or	support group	o meetings for
a variety of reasons.	Check the concerns y	ou have below,	and add othe	rs you have
that aren't shown.	_			-

"I can do it alone" "I am not one of those people who needs meetings."
"Meetings are for religious fanatics. AA is a cult."
"I don't believe in that 'higher power' stuff."
"I don't have time for meetings. The DSAT program is all I need."
"I went to a meeting once, and it didn't appeal to me."
List other concerns:

HANDOUT 8-3

GUIDE TO SELF-HELP GROUPS

12 STEP PROGRAMS

Overview

12-step programs include Alcoholics Anonymous (the oldest and largest self -help group), and others like Narcotics Anonymous, and Cocaine Anonymous.

Philosophy/Approach

All of these groups are based on a philosophy or approach that includes:

- Admitting you are powerless over your drug of choice.
- Focusing on spiritual values, and making amends to people you've hurt.
- Believing and accepting that your dependence is actually a disease.
- Accepting that trust and openness are important, and are fostered through your home group (the group meeting you decide to attend regularly). Because you'll see many of these same people over time, you can become comfortable sharing your thoughts and emotions with them.
- Having another member who has been in recovery for over year as your sponsor. A newcomer's sponsor can help him learn how to stay sober.
 This is another important element of the 12-step approach.

Availability

12-16 step programs are the most widely available in the United States — you will probably be able to find a group operating near you. Local AA groups are generally listed in the telephone book.

Meetings are free and held throughout the day and evening, seven days a week.



Guide to Self-Help Groups (continued)

SMART RECOVERY (SELF MANAGEMENT AND RECOVERY TRAINING)

Overview

SMART is a cognitive behavioral approach (an approach based on acquiring thinking skills, and focusing on the impact your thinking has on your behavior). It is based on the work of Albert Ellis.

Philosophy/Approach

- Focus on rational thinking and problem solving to cope with emotions
- Focus on acquiring skills to make decisions and maintain changes
- Seeing your substance use as bad habits that can be changed, rather than as a disease you have to learn to live with
- Once you master the skills you need, you can move on you don't have to attend meetings for the rest of your life.

Other Features

Meetings also include "homeworks" where people set goals regarding what they want to do in the future to support the changes in their lives.

Availability

SMART is not as widely available as 12-step programs. But there is at least one SMART meeting in Maine, in Portland.

Contact:

SMART Recovery 24000 Mercantile Road, Suite 11 Beachwood, Ohio 44122

Phone: 216-292-0220 Fax: 216-831-3776

E-mail: SRMail1@aol.com

Web site: www.smartrecovery.org



Guide to Self-Help Groups (continued)

SOS — SECULAR ORGANIZATION FOR SOBRIETY/SAVE OUR SELVES

Overview

Program is very similar to 12-step programs, but without the focus on spirituality.

Philosophy/Approach

Similar to the 12-step programs, but replaces the focus on spirituality with a focus on becoming self-reliant and taking responsibility for your own behavior.

Availability

Not widely available, but many written materials available by mail or Internet.

SOS 5521 Grosvenor Blvd. Los Angeles, Ca. 90066 Phone: 310-821-8430

Fax: 310-821-2610

Unofficial Web site: www.unhooked.com

WORKSHEET 8-4

IS THIS GROUP SUITABLE FOR ME?

Instructions

Think about each of the self-help groups described in <u>Handout 8-3: Guide to Self-Help Groups</u> and make a list of pros and cons to help you assess whether the group is suitable for your needs. Although you may want to think about other things also, things you should consider when filling out your worksheet should include:

- How does this group stack up against any concerns I still have about self-help groups? (Refer to Worksheet 8-2)
- How does this group's philosophy compare to what I believe (for example, about what causes addiction, or the role of spirituality, or the importance of self-reliance?)
- How does this group's availability compare to what I think I need and what I can manage in terms of meetings?
- Is there more information I need before I can decide if the group is suitable or not? (If there is, note that in the final column.)



Is this group suitable for me? (continued)

Group	Pros	Cons	Questions to Ask or Information Required
AA and other 12-step programs			
SMART			
SOS			

GUIDELINES FOR PRACTICING ASSERTIVENESS

Highlight the following points when practicing assertiveness:

- Take a moment to think before you speak.
- Be specific and direct about what you want to say.
- Pay attention to your body language (e.g., direct eye contact, facial expression, tone of voice, personal space, posture, hand movements and gesture).
- Be willing to compromise.
- Restate your assertion if you feel that you're not being heard.

Source: Peter Monti et al. (1989), *Treating Alcohol Dependence: Treatment Manual for Practitioners*.

New York: Guilford Press.

FIRST SERIES OF ROLE-PLAY EXERCISES

SITUATION

Stones Tickets

You have worked very hard to secure two excellent seats at the Rolling Stones concert that will take place in two months from now in Boston. Everything is arranged for you and your buddy to head down to the show. When you go to pick up your two front row tickets at the Ticket Agent the week before the show, the person informs you that there have been no tickets ordered under your name. What would you do?

Restaurant

You have just arrived at your favorite restaurant on Friday evening with a good friend. You ask the waiter for his best steak and your friend orders pizza. After waiting nearly 55 minutes for your order the waiter delivers your friend's meal as requested (pizza) but gives you a piece of overcooked chicken. What are you going to do?

Heating Bill

You have made all of your heating payments to the local gas/electricity company on time and in full for the past year. To your surprise, a company spokesperson calls you to tell you that your account is overdue by \$400 and if payment is not received in the next three days, power will be shut off. You start to explain your situation but the spokesperson keeps repeating that your account is overdue. What are you going to do?



First Series of Role Play Exercises (continued)

INSTRUCTIONS

- Your group should make up a role-play where you are acting out the situation you are working on (i.e., Stones, Restaurant, or Heating Bill).
- You are going to do three separate role-plays that cover aggressive, passive, and assertive behaviors for the one situation you are working on.
- The actor in the role-play demonstrates the behavior (i.e., aggressiveness) while the player (the person pretending to be the ticket agent, waiter, or bill collector) reacts to whatever is going on in the situation. For example, the actor (i.e., the customer) may start yelling at the player (i.e., bill collector) based on the detail your group makes up for the "Heating Bill" situation.
- You can do your three role plays in whatever order you like, just make sure that you cover aggressive, assertive, and passive behavior.

DEFINITIONS OF THE KEY TERMS

WHAT IS PASSIVE BEHAVIOR?

Passive behavior usually involves giving up your rights to decide how to act in a situation, particularly when there is conflict with another person who is challenging your position. People who act passively fail to express their thoughts, feelings and beliefs to other people. The needs of individuals who act passively are usually not met because they do not effectively communicate with other people.

WHAT IS ASSERTIVE BEHAVIOR?

Assertiveness means recognizing your right to decide how you will act in a situation by expressing your thoughts, feelings, and beliefs in a way that is honest and appropriate and respects the rights of other people. Assertive individuals have the right to ask others to change behavior that impact on them and to accept or reject anything that other people say to you.

WHAT IS AGGRESSIVE BEHAVIOR?

Aggressive individuals act to protect their own rights by expressing their thoughts, feelings, and beliefs in a way that is usually inappropriate, and violates the rights of other people.

WORKSHEET 9-4

DEALING WITH KEVIN

INSTRUCTIONS

Read the situation and the examples that follow it. Then answer the questions shown after the third example.

SITUATION

Kevin has been a buddy of Jamie's since they were kids. Jamie really values his friendship with Kevin because they have been through so many good and bad times together and Kevin has always remained loyal. On Saturday morning, Jamie lent Kevin his prized car, a mint condition Mustang built in the 1960s, to use for the day. When Kevin returns the car on Saturday evening, Jamie notices that the gas tank is right on "empty." Jamie definitely remembers asking Kevin to make sure he filled up the tank before returning the car. Kevin starts to tell Jamie detailed information on the great time he had driving the Mustang.

Here are the details on three different ways that Jamie might have handled the situation with Kevin.

First example:

Kevin: "I had a really good time in your car but I forgot to fill the tank up, is

that a problem?"

Jamie: "No problem."

Kevin: "Great, I'd like to use your car again next week, it's a great car and I

had a fantastic time driving it all over the place."

Jamie: Slowly nods his head (but says nothing).

Kevin: "Is there something bothering you Jamie, you aren't saying too

much?"

Jamie: "Look, I'm really tired, nothing's wrong, can you just jump into the

passenger seat so I can give you a ride home."



Dealing with Kevin (continued)

Second example:

Kevin: "I had a really good time in your car but I forgot to fill up the tank, is

that a problem?"

Jamie: "No it's not really a problem, if you don't mind heading over to the

gas station down the block to fill up the tank. I'm glad that you had the chance to use my car last week but remember that you agreed

to fill up the tank when you returned it."

Kevin: "Sorry, I did forget but there is no problem, I'll just head down to the

gas station to fill up the tank right now."

Third Example:

Kevin: "I had a really good time in your car but I forgot to fill up the tank, is

that a problem?"

Jamie: "You are so stupid! What kind of a loser are you anyway? I told you

to fill up the tank before returning it. I'm not joking, you really piss

me off — you @#\$\$#@&&@."

Kevin: Well #@#@%% %#* then...

QUESTIONS

 What kind of things do you think are important for Jamie in dealing w Kevin? 					



Ме	n's Community Treatment Program Level 3
Dea	ling with Kevin (continued)
2.	Which approach (aggressive, passive, or assertive) does each example demonstrate?
3.	Do a T-A-C, spelling out the positive and negative consequences that are likely to occur in the short and long term for Jamie and Kevin, for each example. The Trigger will always be the car returned with an empty gas tank. What are the different Actions and Consequences?

GUIDELINES FOR DRINK/DRUG REFUSAL BROKEN RECORD TECHNIQUE

Suggestions on how to say No to someone pressuring you to use alcohol and other drugs:

- Use a calm tone when speaking to another person/people.
- Say no firmly while attempting to maintain a respectful tone.
- Continue to repeat the word "no" despite the arguments/pressure that the other person is applying.
- Do not attempt to give lengthy explanations that justify your position, keep it short: Keep repeating "no" or "no, thank-you".
- Do not lose your focus; make your position clear to the other person/persons.

WORKSHEET 10-1

WHAT TRIPPED YOU UP?

INTERVIEW your partner about the last time he returned to using. **ASK** questions to get an understanding of what was going on at the time.

What was it that made you want to use again?

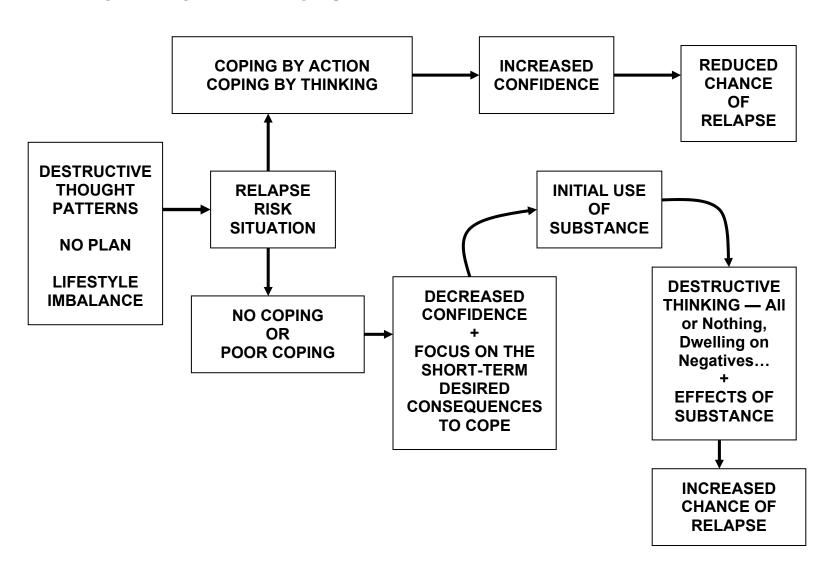
What did you expect from using?

What did you actually get?

Based on your questions, map out his T-A-C.

Triggor	Action	Consec	luences
Trigger	Action	+	-

MARLATT'S RELAPSE PREVENTION CHART



AL'S RELAPSE

I Dente considered himself a party animal. He was proud that he could drink longer and harder than most of his friends. But then he was picked up on a DUI. He was placed on probation and told not to drink. He found it hard to not drink especially when he was with his friends. He thought that his friends treated him differently now that he wasn't drinking anymore.

He was also having problems with his girlfriend. She was on his case because she said he just moped about he house all the time. Things just weren't the same — he didn't seem to know what to do now that he couldn't party.

One night, after yet another fight with his girlfriend, he was just walking around, with no particular destination in mind. He was feeling sorry for himself — he was angry with his girlfriend and angry that the whole world seemed to be pissing on him.

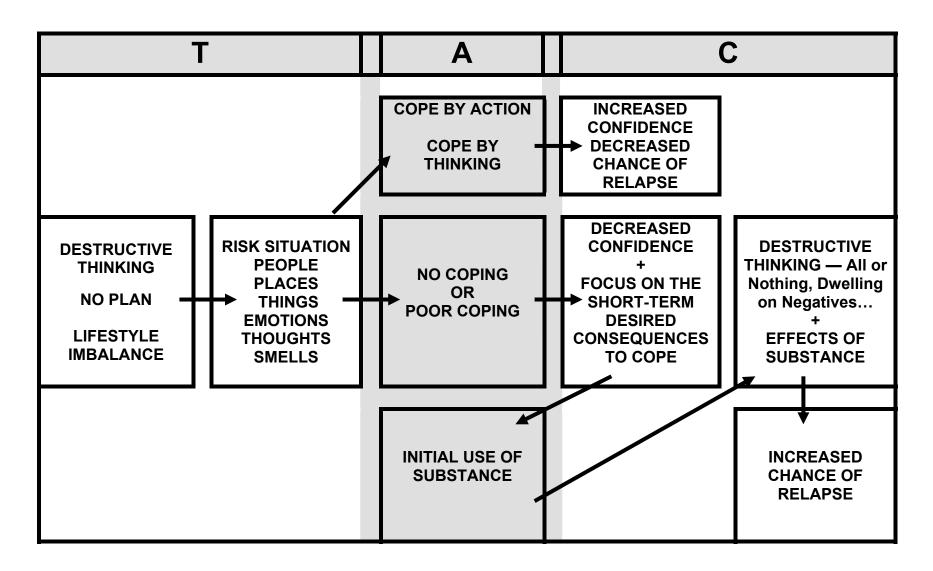
Suddenly, he realized that he was just a few blocks from one of his favorite bars. He began thinking about the good times he had there with his buddies. Maybe he would just drop in to see what was happening. It would be good to see the old crowd again. He'd just go in, say hi. Maybe have a pop — that's all.

When he entered the bar, that old familiar smell hit him. The music was playing, people were talking and laughing, and it seemed so familiar — so cozy and friendly. He saw some people he knew, and they waved for him to join them. He sat down with them and they seemed really happy to see him. When the waitress came by, the others ordered a beer for him. But then Al said, "no, wait," thinking that he'd tell the waitress to bring him a pop instead. But as the waitress paused, and the others at the table stopped talking to see what Al was going to say, he just felt all panicky. So, Al realized he had to say something and blurted out "no, bring me two beer." The others at the table laughed and said "Alright big Al."

As he waited for the waitress to bring the drinks, he was thinking he should leave, or tell his friends he's not supposed to drink, or tell the waitress to bring him a pop instead. But as he sat there, he thought how good it would feel to have a few drinks. Besides, he was here with his friends, and for the first time in a while, he felt good about himself. So he thought "what the hell, I deserve it." "It's just tonight — who cares anyway?"

Al drank his two beer and kept on going. He thought "what the hell, I might as well make it a good one," and he did.

MARLATT'S RELAPSE PREVENTION CHART AND THE T-A-C



WORKSHEET 10-5

AL'S RELAPSE

	Т	Α	С		
What led up to Al's Risk Situation? Destructive thinking No plan Lifestyle Imbalance	Risk Situation People, places, things, emotions, thoughts, smells	Do or Think	Desired Consequence (hope to get/avoid)	Negative Consequence -	
	What tripped him up?	What did he do?	Why did Al do it?	What did he get?	
₩hat could Al have	`	ould AI have done different What could AI have done	What could Al have	▼ What could Al have	
done about this?	What could Al have done about this?	about this?	done about this?	done about this?	
What could AI have thought differently about this?	What could Al have thought differently about this?	What could AI have thought differently about this?	What could AI have thought differently about this?	What could AI have thought differently about this?	

WORKSHEET 10-6

MAPPING MY RELAPSES

	•	Т	Α	С		
	What led up to Risk Situation? • Destructive thinking • No plan • Lifestyle Imbalance	Risk Situation People, places, things, emotions, thoughts, smells	Do or Think	Desired Consequence (hope to get/avoid)	Negative Consequence	
PAST						
	₩	↓	★	+	\	
JRE	Do differently	Do differently	Do differently	Do differently	Do differently	
FUTURE	Think differently	Think differently	Think differently	Think differently	Think differently	

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SLIP OR QUIT?

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It is the Olympics. In the 100-meter hurdle race, one athlete stumbles over	one of the
hurdles in the race. He immediately stops and storms off the track.	

hurdles in the race. He immediately stops and storms off the track.
What was he probably saying to himself when he stumbled?
ls he likely to reach his goal? Yes No
GROUP 2: It is the Olympics. In the 100-meter hurdle race, one athlete stumbles over one of the hurdles in the race. He regains his momentum and keeps running to the finish line.
What was he probably saying to himself when he stumbled?
ls he likely to reach his goal? Yes No
GROUP 3: A mountain climber has taken every precaution to safely climb a mountain. But as he is almost at the top, he loses his footing and slips down the slope. So he picks himself up and hurls himself over the cliff to the bottom of the mountain.
What was he probably saying to himself when he slipped?
ls he likely to reach his goal? Yes No
GROUP 4: A mountain climber has taken every precaution to safely climb a mountain. But as he is almost at the top, he loses his footing and slips down the slope. He picks himself up, dusts himself off, checks his equipment, and proceeds to climb back up the slope.
What was he probably saying to himself when he slipped?
ls he likely to reach his goal? Yes No

STEPS TO PREVENTING A RELAPSE

- **1.** The first thing to do is STOP! The worst thing is to do nothing doing anything is better than doing nothing. Get yourself out of the situation NOW!
- **2.** Examine your thinking. Are you magnifying the problem? Are you jumping to conclusions or dwelling on the negatives? Stop and think what are your goals? What are the advantages and disadvantages of allowing this slip to become a total relapse? It is not the end of the world stop and get back on track!
- **3.** Talk to someone, now!
- **4.** Once you've stopped:
 - Congratulate yourself for stopping.
 - Examine what happened. Where are you on Marlatt's Relapse Prevention Chart? What led up to this? What can you learn from this to ensure it doesn't happen again?
 - Refine your relapse plans.